

THESIS

NEEDS OF INDIAN GIRLS
FOR
HOMEMAKING EDUCATION

Submitted by

Edith Craig

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I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY
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David H. Morgan
In Charge of Thesis

APPROVED Walter Williamson
Head of Department

Examination Satisfactory

Committee on Final Examination

Walter Williamson Ruben E. Elliff
David H. Morgan Tom andell
Mary V. Holman

W. E. Weaver
Dean of the Graduate School

Permission to publish this thesis or any part of it
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Chapter I
INTRODUCTION

We are living in an age when many social and economical changes are taking place which are altering the ways of life and the daily living actions of all the American peoples. The Indians are not escaping these changes even though the old people who control the governing of the villages are trying hard to hold on to the customs, traditions, and way of living of generations past. Teachers in the Indian schools are wondering if the courses taught in homemaking are helping the girls to adapt themselves to their environment and to adjust their changing culture to a dominant white culture.

John Collier, Commissioner of Indian affairs, stated in the annual report (8) of the Secretary of the Interior for the fiscal year of 1935 that

It should be the aim of Indian education, at least for the next generation, to deliver Indian adolescents fully and practically prepared to make the most of their available resources; adolescents in whom the tie that binds them to their homeland has been strengthened rather than broken, Indian youth with horizons; bilingual, literate, yet proud of their racial heritage, to become completely self-supporting (8:129)

He said also that there would be Indian children who should be taught to make a living outside the reservation and

that all these children should receive that training which would develop their abilities for use on the reservation, in the white competitive world, or in the Indian Service.

Williamson and Lyle (29) stated in the revised 1941 edition of their book, Homemaking Education in the High School, that to be successful homemaking education must be adapted to the particular community and group which it is to serve. If the teachers are able to make a successful adaptation of the methods and materials used, they must know the community and its needs. (29:XVII)

Problem

How may the homemaking curriculum of the Santa Fe Indian school be adapted to the needs of the girls in that school?

Problem analysis

The problem has been analyzed to include the following questions:

1. What is the occupational history of the girls?
2. What is the background of the girls?
3. What are the present food habits of the Indian families?
4. What opportunities do the girls have for participation in home activities?

Delimitation

This study will be limited to 59 graduates from the United States Indian School of Santa Fe, New Mexico for the years 1934-1939.

Local situation

The United States Indian School is located within the city limits of Santa Fe, New Mexico. Since this school offered special training in arts and crafts, students came from other parts of the country for this training. While a majority of the students were from the pueblos, there were also some from the Navajo, Sioux, Kiowa, Ute, and Choctaw reservations.

The Santa Fe school was established to serve the northern pueblo villages of Taos, Pecuris, San Juan, Nambe, Santa Clara, San Il defonso, Tesuque, Cochiti, and Santo Domingo, but, with permission of the general superintendent, students may enter from the southern pueblos and from Navajo, Apache, and Hopi reservations. Students from the far away reservations must have special permission from the Chicago office of Indian affairs.

The pueblo Indians considered in this study live in villages, or pueblos, located on or near the Rio Grande River with the exception of the Zuni Indians who live about forty miles south of Gallup, New Mexico, and the Hopi Indians who live in Arizona. They live in houses built of stone and adobe. The pueblo Indians live by doing subsistence farming on very small tracts of irrigated land, the average farm being about three or four acres in area. Their chief crops are corn, beans, wheat, oats, chili, and fruit. The land is held in common by the village, but is assigned to individuals. This land cannot be sold outside the village.

The villages have their own form of government which has full control of the affairs of the pueblo and its people.

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This governing body consists of a governor, lieutenant-governor, and a council selected each year.

The religion of these people is dominantly Catholic, but there are also many Indians of various Protestant beliefs. Underneath all the religious life of these people is to be seen many manifestations which show their belief in a religion which gives worship to the elements of nature.

The dress of the men is much like that of the white farmer except that many still wear long hair and buckskin moccasins. The women wear the Indian dress consisting of a long under dress which shows below the manta, a manta, woven belt, and much jewelry. The young children wear ready made clothing as do the young girls of school age.

The Navajo Indians live in hogans made of poles or railroad ties, cemented together with mud. These houses consist of one room, octagonal in shape, usually with very small, if any, windows and with a hole in the top to let out the smoke from the fire which is made in the middle of the room in the winter. These Indians live by sheep raising, and the women and children do most of the herding.

The Navajo family has more than one home. This is necessary because the family moves with the sheep. When the grass is exhausted in one place, the sheep are driven to another location where the grass is more plentiful.

The chief food of these people is meat and bread. When the family needs food, a sheep is killed and is eaten as quickly

as possible because there is no way of preserving it for later use. All edible parts of the animal are eaten.

There are few articles of furniture in a Navajo home but with very few exceptions, every family has a trunk and several suitcases, because these articles are needed when the family moves from one place to another. Many families have sewing machines which are very necessary in the making of clothing for the family.

The men dress in velvet shirts, cowboy hats and boots, overall pants, and silver jewelry. The women wear several skirts, each so full that ten yards of cotton material are used in its construction. With this skirt is worn a blouse made of velveteen and trimmed with money or silver buttons. They wear high-topped shoes like those worn by white women twenty years ago. The little girls, even babies, wear the same type of dress as do their mothers.

Need for study

It is impossible to secure teachers who live in the locality who know the background of these Indians; also it is impossible for the teachers who are sent by the Civil Service Commission to obtain the information concerning the girls whom they are to teach, because the school is located so far from the Indian homes. Yet, if the teachers are to do their jobs well, they must have this understanding in order to help the girls do in a better way than which they are already doing. These girls are in eternal conflict with two ideas: one, to obtain an education,

return home, marry young, and live their lives in the same way Indians have lived for generations; the second, to seek employment away from the village after graduation, thereby earning money but also running the risk of not fitting in or being accepted when they return to the village as most invariably do in time.

Some educators tell us that the school is responsible for the failure of the student to adjust himself to the life situations in which he finds himself. This study is designed for the purpose of determining the needs of those girls who have graduated so that the home economics curriculum might be changed to meet these needs.

Chapter II

REVIEW OF LITERATURE

The review of literature has been divided into four parts: general views on secondary education, studies pertinent to homemaking needs of girls, opinions on education for Indians, and research studies in the field of Indian education. Since Indian education is only a part of the great field of education, the reviews on education in general have been placed first in this review of literature.

General views of secondary education

The Stanford Education Faculty (14) stated in 1937 in their book, The Challenge of Education, that education no longer regarded the absorption of knowledge as the aim of education and that education was not concerned primarily with subject matter set up in advance but that subject matter was regarded as a means to the end of more abundant living in the present and future. (14:83).

In 1938 the Educational Policies Commission (20) stated that the development of the individual within the framework of the present industrialized democratic society was the aim of all education. The attainment of this end was to be observed in the behavior or conduct of the individual. (20:14). This commission defined the four big objectives of education as self-realization, human relationship, economic efficiency and civic responsibility. (10:47).

In 1940 the Committee on Workshops of the Progressive Education Association (22) published the following statements:

To understand the needs of students in secondary schools, it is necessary to see them in perspective of human development. (22:23)

Education must be concerned with how it is affecting the development of the needs of the students as well as with meeting these needs. (22:32)

In homemaking the instruction should be given in a manner which will assist the boys and girls to attain those values which they want for themselves, with the least amount of conflict and the greatest possible gain in understanding themselves as individuals. (22:193)

Paul V. McNutt (18), in 1940, said that schools must continue to put personality first, must prepare for civic responsibilities, and must prepare for participation in economic life. (18:98)

The United States Commissioner of Education, John W. Studebaker (28), in 1940 said that the goal of the educative process should be active participation in the life and the work of the community, and that the curriculum which was not determined by this goal became a meaningless abstraction. (28:173)

Daniel L. March (19), President of Boston University, in 1940 believed that:

The school must stimulate zeal and enthusiasm for democracy in its pupils, that it should help its girls and boys obtain economic freedom, that it should teach youth that ideals and practices of freedom are more precious than peace, that it should teach respect for all cultures, races, and religions whose way of life is based upon the dignity of human personality, that it should recognize that democracy resides in behavior, feeling, thought and actions of people and not in government agencies, that it should teach

the ethical and spiritual values of the free way of life making these values the rallying point for all education, that it should instill democratic discipline in youth, that it should stress material and human resources of this nation, that it should give serious curriculum consideration to the problems of post war construction and that it should take special care in dealing with the critical uncertainties of our time so that teaching can be adapted to the readiness of the children. (19:104-105)

Occupation contained an article, edited by Carson W.

Ryan (23) in 1940, in which he stated the belief:

That modern education owed much to the guidance of the past thirty years and that guidance was particularly important to the present time for what is known as general education at a secondary level. High Schools have not understood and accepted a program of education for its boys and girls in which the individual adolescent needs are of greatest importance. (23:254-256)

In The Emerging High School Curriculum and Its

Direction, Harold Spears (24), 1940, stated that there was

a general agreement among secondary school men that the curriculum should consist of real, basic experiences as found in life today and that basic experiences could be determined only through a consideration of the group at hand. He stated that the common goal of the educational program was the regulative wholesomeness of the individual integrated within himself and his environment. (24:14)

Ivor Spafford (25) in 1940 made the following statement:

The good curriculum is functional, dynamic, and socialized; it is individual for the pupil. It takes into account individual needs and interests, experiences and capacities; it is suited to the demands of the local community and the larger society. Its scope is broad as life itself; its purpose, self-realization in a democratic society. (25:62)

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In 1942, John Nutall, Jr. (21) expressed the view that guidance, health, civic, recreational, home, and consumer problems should be stressed in secondary education and that courses in vocational training should be made available for all students.

(21:142)

Joseph K. Folsom (10), suggested, in 1941, that education in a sense is turning back to reality. He did not mean that the school was being eliminated as an institution, but that education should clearly state its objectives, submit them for criticism, and justify its subject matter and methods in terms of those objectives. He said that the objectives of education were as follows:

1. Citizenship or human relationships.
2. Human relationships within intimate groups, most of which fall under the head of home and family life.
3. Leisure or recreational life.
4. Physical health and efficiency.
5. Mental and emotional health.

He thought that some educators would add religious education as another objective, but he himself seemed to think religion was included in the above five objectives. (10:5)

Studies on needs of girls

Mary Bryan Brucher (4), in 1931, studied the homemaking activities and problems of girls employed while attending school in Oklahoma City with the view of improving the high school program.

She used a random sample of 74 girls for her study. She found that 27 of the 74 girls were doing housework and that half of them had the responsibility of planning meals while all of them did work in arranging furniture, care of health, and the selection of their own clothes. She concluded that the work in homemaking for employed girls should be continued, but recommended no specific unit for meeting the needs of the girls.

A study made by Helen A. Allison (1) in 1932 also in Oklahoma City, showed that homemaking education was needed by girls even though they were commercial students. Miss Allison collected data by the questionnaire method from 51 girl graduates of the commercial department of Central High School in Oklahoma City, Oklahoma. The girls in her study were aware of needs concerning information on clothing, food, housing, finances, health, personal grooming, and family relationships.

As a result of her study, Miss Allison made the following suggestions for units to be given to girls in the Central High School:

1. The suitable dressed girl for all occasions
2. The importance of the right food for all times
3. The working girl's share in the family income
4. Keeping above board in money matters
5. Good Grooming, The Working Girl's Best Ally
6. The Desirable Girl in any Business
7. Improving Your Personality.

In 1937 Hazel Cameron (7) studied the occupations of girls who dropped out of the high school at Fort Collins, Colorado. For her study she used all the girls who, over a five year period, had quit school before graduation. She found that 118 girls had left school before completing the eighth grade. She used the personal interview method of obtaining the data for the information sheet.

After checking all the information, Cameron suggested that the home economics course of study in Fort Collins be broadened to include a practice house where girls could carry on home activities for two to three hours per day for a period of 18 to 36 weeks and that at the end of the period girls be placed in homes as apprentices.

Jane S. Bemis (3) in 1939 interviewed 67 out-of-school girls in one county in Colorado between the ages of 14 and 21 years to determine how vocational homemaking could contribute to their needs. Of this number, nearly two thirds had only two years of high school education and had not received any training in homemaking. It was found that half the girls worked as housekeepers, but that one third had never been employed. A majority were interested in one or more units of homemaking while 53 girls showed an interest in wage-earning units. Miss Bemis recommended as a result of her findings that the curriculum should include units on clothing construction, management of the home, selection and care of clothing, preparation of meals, health,

and appearance. Wage earning units suggested were the care of children, baking, housekeeping, and dressmaking.

Another survey concerning the contribution of vocational homemaking to the needs of out-of-school girls was made by Helen Ludington (13) in 1940, in Golden, Colorado, in order to obtain information in regard to the homemaking needs of out-of-school girls. The information was collected by interviewing 88 girls and recording the information on an inventory sheet as the answers were given. She found that nearly all girls were interested in business, that 20 per cent were interested in meal planning and preparation, managing the family income, child care and training and beautification of the home, that another 20 per cent were interested in the selection and care of clothing, clothing construction, meal planning and personality development. She concluded that married girls needed training in homemaking while single girls should be given some training in the business field.

Fontilla Johnson (11) in a study in 1941 on occupational interests of 4-H club girls in Bylor, Texas, recommended that the program place more emphasis upon making a living in the country more interesting to girls, that more training in home and family life be given, that clothing work be stressed, and that family relationships as well as mechanics of the household be emphasized. This study is pertinent to the study in progress as Indian girls live in country communities as do 4-H Club girls.

In 1941, Marion Brown (5) studied the educational and occupational status of out-of-school girls in the San Juan basin in Colorado. Questionnaires were sent to 475 girls; replies were received from 153. She found that a majority of these girls had received no instruction in homemaking mainly because the schools they had attended did not offer such training in the grades which they had completed. Performance of homemaking activities was of great extent and consisted in helping with the laundry, with cleaning, with care of home equipment, with home decoration, with preparation and purchasing of food and with constructing, repair and purchasing of clothing as well as with child care.

Brown found the majority of these girls employed as housekeepers. Other employed girls worked as waitresses, seamstresses, and nursemaids for children. She recommended that training in home management, foods, clothing and child care should be offered in the schools. It also seemed desirable to offer some wage earning courses such as advertising, packaging, and other salesmanship activities.

A study similar to the one made by Luddington was made in 1942 by Eva Woolsey (31) in which she surveyed the educational needs of out-of-school girls in Eaton, Colorado. In this study she obtained information from 31 girls by using the same inventory sheet used by Helen Luddington. She found their interests to be money making occupations and educational homemaking.

She recommended the following:

1. A course in homemaking in the fifth and sixth grades.
2. An adult class in homemaking for the girls who had left schools, based on the interests of girls rather than on a wage earning viewpoint.
3. Courses in high school centered around the four highest choices of the girls.

Views on Indian education

Lewis A. Meriam (15) and some associates were asked in 1928 by the Secretary of the Interior to make a survey of the Indian situation. The following statements were made in the report which was sent to the Commissioner after the assignment was completed:

The first and foremost need in Indian education is a change in point of view. Whatever may have been the official government attitude, education for the Indian in the past has proceeded largely on the theory that it is necessary to remove the Indian child as far as possible from his home environment; whereas the modern point of view in education and social work lays stress on upbringing in the natural setting of home and family life. The Indian educational enterprise is peculiarly in need of the kind of approach that recognizes this principle that is less concerned with a conventional school system and more with the understanding of human beings. (16:32)

He also expressed the view that methods of teaching must be adapted to the ability of the child and to the interest and needs of the individual. There was such great variability among tribes and individuals within the tribes that it would have been worse than futile to have a standard course of study or methods of education.

Willard W. Beaty (2), in an article in Indian Education for March 1, 1938, entitled "The test of education is the job", was of the opinion that federal Indian schools had a responsibility toward the youth who were graduated from their schools because the government has obligated itself to educate the Indians to take their place as citizens. The nation was relying on education as the most effective method for making this social change without destroying the old culture. The writer stated that the Indian should be made aware of sanitation and medical precautions although he had not learned to think scientifically. (2:1-2)

In the November 1, 1939 issue of Indian Education, Willard W. Beaty published an article entitled "Taking the lag out of education", in which he expressed the belief that:

To fact the background of specific reservations and tribal economies and societies, instead of assuming a generalized Indian background or generalized American one, is the most practical approach to providing the adjustment and success in modern life that both Indians and interested Americans desire. (2:8)

Joseph C. McCaskill (16) in 1940 as a result of the surveys which had been conducted by the Indian Service among the Sioux and among the Indians of California said that:

For the most part the school curriculum must be pointed toward rural life with an emphasis upon effective use of natural resources, particularly land. For the girls, courses in home economics must be also geared to the realities of maintaining a home on the reservation and making the most of whatever resources that home, and community had available. Too often the home economics courses have had set standards impossible of achievement and had prepared girls for only one vocation--that of domestic service in white homes. (16:257)

He said also that training must be given in use of leisure time and in vocational guidance.

Whatever be the future of the Indian race, adjustment means a gradual modification of traditional ways to meet the demands of a new and ever changing civilization of which they are inexorably a part. (16:257)

In an article entitled "Education for what?" in Indian Education, March 15, 1942, Willard W. Beaty (2) who is now Director of Indian Education presented this view:

Should the purposes of native education not be primarily two: first, to contribute so far as possible to better living under the conditions of the environment; and second, to that enrichment of the understanding which tended to make life more tolerable under all conditions?---By and large, then, good native education should be concerned with perfecting the native way of life in the face of inevitable contacts with the outside world. (2:3)

D'Arcy McNickle (17) in the May-June, 1942 number of Indians at Work gave a review of the work in progress at a seminar held in Santa Fe, New Mexico, during the summer of 1942. This seminar was a joint undertaking of the Chicago University and the Indian Service. An attempt was made to find out through tests, observation and, interviews, how Indian children grew up, how they molded by the world of family, of tribal custom, of white teachers, and of government personnel, and how they take their places as adults. In this seminar they tried to find out how human personality was formed. (17:45)

An editorial in the October 1, 1942 issue of Indian Education (31) set forth the view that in the last ten years the

curriculum in many of the Indian Schools had been remade so it would help Indian youth to make a living through the use of their own resources. The editor said that this type of education was just as pertinent today as it was during the last decade for it prepared these young people to be self sufficient in a rural environment and at the end of the war they would turn back to the farm.

(31:6-8)

In the February, 1943 issue of Indians at Work an article appeared called "Bringing new curricula up to date", (6). The writer expressed the belief that each high school needed as never before to examine and study its entire program with a view to the inclusion of vital vocational courses and to the exclusion of the non-essential. He said that the course should offer positive placement possibilities, that there should be courses to further the war effort directly or indirectly and that the courses should be effectively presented and should meet the needs of the school. A statement made in the article was that a basic course designed to teach hand skills with tools was an essential requisite for girls interested in entering industry.

The above writer stated that schools should teach subjects stressing the welfare of the family and the home. He said that home economics teachers with vision had a great opportunity, that homemaking departments should stress the preparation of well balanced meals for families with restricted cash incomes and should also emphasize the use of plain nourishing dishes with less emphasis on high-priced products or on the use of products not easily

obtainable in the area. He stated that there was no justification for homemaking classes to cause the setting of too-high standards of food preparation; Indians should produce most of their food. Teachers should use their great opportunity to teach the use of these foods produced at home as well as to offer training involving poultry management, rabbits, and ground training in the care of milk cows or goats. (6:8-9)

Research studies in the field of Indian education

The educational division of the Indian Service requested that a survey be made of vocational high schools and the work was assigned to Mr. Armin H. Sterner, social economist, and to Dr. Gordon McGregor, anthropologist (26). This survey was begun in the spring of 1938 by Mr. Sterner among the Sioux Indians of the Dakotas. There were 161 male vocational high school graduates and 67 upper grade students who had left school before graduation who were interviewed as to their activities since leaving school. A study was made of 111 girl graduates and girls who had left school before graduation by a personal follow-up.

Since the writer is primarily interested in the girls, only the findings in regard to girls will be reported. It was found that 84 per cent or 93 out of the 111 girls, had not left the reservation after graduation; that four who left home temporarily had returned; that two were attending school off the reservation; and that twelve, who had married men of fractional degrees of Indian blood and become assimilated with the white population, were living away from the reservation. Half the girls had married after leaving

school and only one of these girls was seeking employment. Nineteen of the unmarried girls were employed while 33 were awaiting marriage which usually comes to the Sioux girl before she is twenty.

The findings of this survey were that the job prospects for girls were less than for boys, that few girls attempted to find jobs as house servants, that girls were not interested in jobs off the reservation because of the limited social contacts possible in such jobs, that the courses in home economics did not fit the girls for the positions they were filling, and that the life pattern of the girls was nearly like that of their white sister of a generation ago. The final conclusion was that the home economics program needed certain orientation to include experiences in home gardening, in the raising of poultry, in the care of goats, in the making of goat's milk cheese and in the care of hides, and in child care and development. The survey also showed that the boys as well as the girls needed training in money and home management as well as in their own native arts and crafts. Another conclusion was that home economics did not give training which would fit girls for the type of gainful employment in which they were engaged. (26:2-8)

The December 15, 1940 issue of Indian Education (26) contained an article on the profits of the Pine Ridge survey. As a result of the study, school administrators at Pine Ridge decided to build the school curriculum around the theme, "Making a Home and Living in a Ranch Country." Adult education courses were conducted as a result of the study and gardening was stressed for both adults and children. (26:7-8)

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A follow-up survey was made at the Sherman Institute by the same men who did the one at Pine Ridge and was reported in Indian Education (27). This survey showed that 88 girls were graduated and that 80 of them majored in homemaking and 6 in cosmetology. Only one cosmetology student was employed in a beauty shop; four were hunting work, and one was employed as a maid. As a result of these findings, the cosmetology course was dropped. Of the 23 girls employed, 22 were serving as maids. Of the 21 married, 14 lived on the reservation. Most of the girls said that they planned to work a year or two and then marry. Half of them expressed a desire to work in the city, but stated that they had to stay at home to help the family. Most of the girls looked to their school training to provide a job in the city, rather than to prepare them for living in their home.

The findings of the survey in regard to girls were that the training of the girls while apparently excellent for domestic employment, appeared to neglect gardening and care of chickens, rabbits, goats or milk cows as essential for girls who will become homemakers in rural areas; that the girls in small towns have a temporary, although economically sufficient status, but are under adverse social conditions; that the girls of predominantly Indian blood expect to return home, marry, and live there while those of more than half blood expect to work in other cities.

(27:2-11)

Mary Lawson (12) of the Sequayah Orphan Training School, located in Tahlequah, Oklahoma, completed a study in 1940 to determine the occupational needs of the girls who had completed the high school course in homemaking at the Sequayah Training School. Her study was limited to 69 girls who finished between the years 1934 and 1938. The survey showed that 48 were full blood Indians, and that the remaining 21 were of half or more Indian blood.

She found that they had done such work as housekeeping, nursing, secretarial, teaching, and helping at home, and that the greatest number worked as housemaids, and also that 50 per cent had cared for children. The survey showed that 56 per cent of the homes in which the girls were employed had electric refrigerators and 85 per cent had electric irons.

As a result of this study, Miss Lawson felt that the course of study needed revision to include a course in child care and development with the physical, social, and emotional needs of children stressed; a course in gardening and poultry raising for both boys and girls in the junior high school; and a course in laundry and the care of laundry equipment.

Other recommendations were that a nursery school be added, that arts and crafts be made elective, that experience be provided in buying, and that the equipment of the school be as nearly like that used at home as was practical.

Summary

The above review of literature indicate that many girls are working in jobs where a knowledge of homemaking would be very useful. The review shows that Indian girls need a type of training which would have been applicable to the white girl of a generation ago and which should include gardening, poultry, food perservation, and money management as well as activities in all phases of food, clothing, child care, and personal development.

The review of literature pertaining to secondary education indicates that educators agree that the big objectives of education are self-realization, human relationship, civic responsibility and economic efficiency. Leaders in education have been concerned with the effect the school has on developing the needs of the pupils as well as with meeting these needs. The consensus is that the absorption of subject matter is no longer the aim of education but is only a means to the end of more abundant living.

The thesis studies concerned with the homemaking needs of girls of high school age indicate that most girls are interested in homemaking, but also that many are desirous of receiving training which will help them in wage earning. The recommendations most commonly given were that girls be offered courses in the fields of food, clothing, personal development, home beautification and child care, and that a similar type of training be offered to the girls who left school before graduation.

The educators from the field of Indian education have been thinking along the same lines as those in the general field,

but emphasize the fact that Indians have different needs on the various reservations so cannot be taught from a common course of study. Since Indians live in the country, their training should be pointed toward rural living and should have to do with maintaining a home on the reservation.

The research studies show that the occupations followed by the Pine Ridge Indians, by those in California and by those in Oklahoma are somewhat different because of their location, customs, and way of life. These three pieces of research confirm the opinions of Indian educators that each group must be studied before their needs can be ascertained and before a curriculum can be made which will meet these needs.

Chapter III

MATERIALS AND METHODS

During the early part of the year 1940, Dr. Carleton Seymour, Educational Director of the Santa Fe Indian School, called a meeting of all the teachers of the Santa Fe Boarding School and explained a plan for collecting information on which to base curriculum changes which would make it possible to meet the needs of the children enrolled in that school in a more nearly adequate manner. His plan was to prepare a questionnaire which would be filled out by each boy and girl who had graduated from the Santa Fe school during the years 1936-1939. He explained that, because of the small number of graduates from the school in each year, it would be necessary to interview the graduates for the last preceding five years in order to have an adequate number on which to base conclusions.

The plan, after the questionnaire was finished, was to send teachers into the village to administer the questionnaire in personal interviews with the graduates. The interviewer told the boy or girl that the Santa Fe school was trying to obtain some information which would make it possible to teach other boys and girls the things which would better fit them for living after they had finished school, and that, if the questionnaire was filled out, the graduate would have a part in making the new program. While

the boy or girl was filling out the questionnaire, the teacher talked with the members of the family providing they could understand and speak English.

The head of the homemaking department called a meeting of her teachers, explained the general plan and purpose of the survey, and then asked the homemaking teachers to help with the formulation of the questionnaire. After some discussion, it was decided that each person in the department would consider the plan and would list the information which she needed about the girls and their home life in order to make her teaching more applicable to the girls in her classes.

A meeting was called at a later date for the purpose of constructing the questionnaire. The teachers discussed, eliminated, and then, from the ideas accepted by the group, formulated the questionnaire. Instead of preparing this form in one meeting as was planned, several meetings were necessary before the questionnaire was ready to submit to Dr. Seymour. The questionnaire was sent to the Albuquerque school for suggestions from the homemaking teachers there, but, as none were made, the questionnaire was mimeographed in its original form.

This questionnaire covered the following fields: work experience, additional schooling, home background, home practices, opinions as to the most interesting and helpful course in home-making taught in high school, food habits, health habits and activities in employment away from home.

The name of the graduate was placed on the first page of the mimeographed questionnaire, then, the questionnaires were

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distributed among the 13 teachers who remained on the Santa Fe school campus during the summer. Some teachers were given more graduates to interview than others, depending upon the distance travelled by the teacher in visiting the homes. Transportation was furnished by the school when the teachers interviewed the 59 girl graduates during the summer of 1939.

The teachers met with many difficulties, such as, not finding the girl at home and having to make another trip, not obtaining correct data in regard to home equipment and furnishings, and manner of living. The girl in some instances gave incorrect answers, possibly because she was ashamed of her home and wished to appear well in the eyes of the teacher. In several instances the teacher corrected the responses as the result of her observations of home conditions. However, the conditions of the homes as presented in Chapter IV may possibly be considered slightly higher than the true picture. When the girl was interviewed at her place of employment, the information on the questionnaire was all the available data.

It was difficult to obtain information from the girl regarding the education of her parents and to get her to disclose the amount of money she had received when employed away from home. Many parents, it seemed, had had little or no schooling which may have been the reason for the girl not filling out that part of the questionnaire. Indian girls know little about money and its value and for this reason may have failed to check the part of the questionnaire which pertained to wages.

Chapter IV

ANALYSIS OF DATA

The data for this study of the needs for homemaking education of 59 girl graduates of the United States Indian School at Santa Fe, New Mexico, for the years 1934-1939, have been collected from questionnaires which were administered in personal interviews during the summer of 1939.

This chapter is presented in four divisions: occupational history of the girls, family background, food habits, activities of the girls, and opinions of the girls.

Occupational history of the girls

The number of girls who were graduated between the years 1934-1939 (Table 1) was fairly uniform except for the year 1935, when only six were graduated, and for the years 1938 and 1939 when 13 completed their high-school work each year.

Table 1.--YEAR OF GRADUATION FOR THE 59 GIRLS OF THE UNITED STATES INDIAN SCHOOL, SANTA FE, NEW MEXICO INCLUDED IN THIS STUDY.

Year	Number
1934	9
1935	6
1936	9
1937	9
1938	13
1939	13
Total	59

Of the 59 girls included in this study (Table 2), 78 per cent were Pueblo Indian girls, 15 per cent were Navajos, and only seven per cent were Indians from other tribes.

Table 2.--DISTRIBUTION BY TRIBES OF 59 GIRL GRADUATES OF THE UNITED STATES INDIAN SCHOOL, SANTA FE, NEW MEXICO, 1934-1939.

Tribes	Number	Per cent
Pueblos	46	78.0
Navajos	9	15.2
Indians of other tribes	4	6.8
Total	59	100.0

The information relative to the wage-earning occupations of the girls in this study, (Table 3), was divided into government and non-government occupations. Of the girls employed, 25 per

cent had worked as hospital attendants, 17 per cent had been engaged as housekeepers, while 10 per cent had taught school. Another 17 per cent had been employed at various kinds of government work.

The highest percentage, 44 per cent, had been employed as housemaids in private homes, and 19 per cent had worked in privately owned restaurants. Of the remaining, two per cent had taught school, and 15 per cent had been employed at a variety of jobs not connected with the government.

This information does not give the exact number of girls working, but the number of girls who had been employed in the various occupations listed in Table 3.

Table 3.--WAGE-EARNING OCCUPATIONS OF 59 GIRL GRADUATES OF THE UNITED STATES INDIAN SCHOOL, SANTA FE, NEW MEXICO, 1934-1939.

Wage-earning occupation		Number	Per cent
Government:	Hospital attendant	15	25.4
	Housekeeper	10	17.0
	Teacher	6	10.2
	Miscellaneous	10	17.0
Non-Government:	House-maids	26	44.1
	Waitress	11	18.6
	Teacher	1	1.7
	Miscellaneous	9	15.3

As shown in Table 4, those girls employed by the government remained at their jobs for a longer period of time than did those working at private occupations. The teachers had remained

at their occupations for the longest period of time, an average of 19 months, while hospital attendants had remained for the shortest period, an average of nine months.

In the non-government jobs, the housemaids had been employed for an average of only three tenths of a month, the waitresses for an average period of six tenths of a month, and the teacher for only two months. Of the remainder, 37 were employed at various kinds of work but had remained for a period of only one tenth of a month per job.

Table 4.--AVERAGE LENGTH OF TIME THE 59 GIRLS WORKED WHEN EMPLOYED AT GOVERNMENT AND NON-GOVERNMENT JOBS AFTER LEAVING THE UNITED STATES INDIAN SCHOOL, SANTA FE, NEW MEXICO, 1934-1939.

Occupations	Number	Months employed	Average number of months employed
Government:			
Hospital attendant	15	136	9.1
Housekeeper	10	167	16.7
Teacher	6	114	19.0
Miscellaneous	10	114	11.4
Non-Government:			
Housekeeper	26	9	.3
Waitress	11	7	.6
Teacher	1	2	2.
Miscellaneous	37	5	.1

The lowest wage received in a month (Table 5) was less than \$10 dollars, while the highest was between \$90 and \$100.00. The largest number of girls, 59 per cent, received less than \$30

in a month. About one fifth of the girls received between \$40 and \$70 in a month while only five per cent had received as much as \$70 in a month and only three per cent had received more than \$70 per month.

Table 5.--SALARY PER MONTH OF 59 GIRL GRADUATES OF UNITED STATES INDIAN SCHOOL, SANTA FE, NEW MEXICO, WHO WERE EMPLOYED FROM 1934-1939.

Dollars per month	Number	Per cent	Cumulative per cent
0 - 9	7	11.9	11.9
10 - 19	16	27.1	39.0
20 - 29	12	20.3	59.3
30 - 39	4	6.8	66.1
40 - 49	5	8.5	74.6
50 - 59	5	8.5	83.1
60 - 69	7	11.8	94.9
70 - 79	1	1.7	96.6
80 - 89	0	0	96.6
90 - 99	2	3.4	100.0

A majority, 68 per cent, of the 59 girls who were graduated between the years 1934 and 1940 (Table 6) did not attend any school after graduation. It was found that 27 per cent returned to the Santa Fe school for post-graduate work in arts and crafts, while five per cent attended other schools. One girl who attended another school was again counted as one of the 16 girls who attended the Santa Fe school, because she enrolled in the other school and remained only a short time before returning to the Santa Fe School.

Table 6.--EDUCATIONAL TRAINING AFTER GRADUATION OF 59 GIRL GRADUATES OF UNITED STATES INDIAN SCHOOL, SANTA FE, NEW MEXICO, 1934-1939.

Schools attended	Number	Per cent
No additional education work	40	67.8
Arts and craft post graduate	16 ^a	27.1
University of New Mexico	1	1.7
Other schools	3 ^a	5.1

a. One girl entered another school, then later returned to the Santa Fe School, and is therefore counted twice in this table.

Family background

The information in Table 7 concerns 148 graduates, 59 girls and 89 boys, of the United States Indian School at Santa Fe, New Mexico, from 1934 to 1939. The parents of these boys and girls had received little education, as 54 mothers and 41 fathers had not attended any school. Only 18 mothers and 19 fathers had attended school between the first and fourth grade while 24 fathers and 24 mothers had attended between the fifth and eighth grades of school. Of the remainder reporting, only three per cent of the mothers and 7 per cent of the fathers had attended high school.

Table 7.--EDUCATIONAL STATUS OF THE FATHERS AND MOTHERS OF 59 GIRL GRADUATES AND 89 BOY GRADUATES OF UNITED STATES INDIAN SCHOOL, SANTA FE, NEW MEXICO, 1934-1939.

Grade completed	Mothers		Fathers	
	Number	Per cent	Number	Per cent
None	54	36.5	41	27.7
1st - 4th grade	18	12.2	19	12.8
5th - 8th grade	24	16.2	24	16.2
9th - 12th grade	5	3.4	10	6.8
not known	47	31.7	54	36.5
Total	148	100.0	148	100.0

More than 75 per cent of the families (Table 8) had purchased cookstoves, beds, springs and mattresses as well as chairs for their homes, while only but a small percentage said that they had made these articles of furniture. A greater number of dressers, dressing tables and chest of drawers had been purchased than had been made at home. Of the other articles of furniture, more had been made at home than had been purchased.

Table 8.--FURNITURE IN HOMES OF 59 GIRL GRADUATES OF THE UNITED STATES INDIAN SCHOOL, SANTA FE, NEW MEXICO, 1934-1939.

Article of furniture	<u>Purchased</u>		<u>Made at home</u>		<u>Omitted</u>	
	num- ber	per cent	num- ber	per cent	num- ber	per cent
Cookstove	52	88.1	0	0	0	0
Bed	47	79.7	2	3.4	10	17.0
Springs for bed	47	79.7	1	1.7	11	18.6
Mattress	46	78.0	2	3.4	11	18.6
Chairs	45	76.3	7	11.9	7	11.9
Dresser or dressing table	35	59.3	10	17.0	15	25.4
Dish cupboard	24	40.7	26	44.1	9	15.3
Chest of drawers	21	35.6	13	22.0	25	42.4
Dining table	16	27.1	33	56.0	10	17.0
Wash stand	13	22.0	31	52.6	15	25.4
Stands	13	22.0	29	49.2	17	28.8
Ironing board	9	15.3	37	62.7	13	22.0
Bookshelves	8	13.6	17	28.8	34	57.7

Most of the homes (Table 9) contained the equipment commonly found in kitchens; 13 families, 22 per cent, even owned pressure cookers. Wooden spoons, can fillers, and mixing bowls were the pieces of equipment which were made at home by a small percentage of the families.

Table 9.--KITCHEN EQUIPMENT IN HOMES OF 59 GIRL GRADUATES OF THE UNITED STATES INDIAN SCHOOL, SANTA FE, NEW MEXICO, 1934-1939.

Equipment	<u>Purchased</u>		<u>Made at home</u>		<u>Omitted</u>	
	num- ber	per cent	num- ber	per cent	num- ber	per cent
Dishes	53	89.8	0	0	6	10.2
Dishpan	51	86.4	0	0	8	13.6
Sifter (flour)	49	83.0	0	0	10	17.0
Mixing bowl	46	78.0	2	3.4	11	18.6
Measuring cup	46	78.0	0	0	13	22.0
Measuring spoons	45	76.3	0	0	14	23.7
Double boiler	37	62.7	0	0	22	37.3
Wash boiler	35	59.3	0	0	24	40.7
Containers for staples	30	50.8	0	0	29	49.2
Wooden spoon	27	45.7	7	11.9	25	42.4
Can filler	17	28.8	7	11.9	35	59.3
Pressure cooker	13	22.0	0	0	46	78.0

It was found from answers to the questionnaire (Table 10) that 56 per cent of the families bought some of their garden seed and five per cent purchased all of it, while 48 per cent did not buy any seed for their gardens. Of the 59 families, 42 per cent saved some seed for the next year, 5 per cent saved all their seed, while 37 per cent saved none of it. Twenty five per cent of the families started some plants in seed flats, 28 per cent grew all the plants used, while 41 per cent did not grow any plants for transplanting.

Table 10.--GARDENING PRACTICES OF FAMILIES OF 59 GIRL GRADUATES OF THE UNITED STATES INDIAN SCHOOL, SANTA FE, NEW MEXICO, 1934-1939.

Gardening practices	<u>None</u>		<u>Some</u>		<u>All</u>		<u>Omitted</u>	
	num-ber	per cent	num-ber	per cent	num-ber	per cent	num-ber	per cent
Sell vegetables	44	74.6	12	20.3	0		3	5.1
Buy seed	28	47.5	27	45.8	3	5.1	1	1.7
Grow plants for transplanting	24	40.7	15	25.4	17	28.8	3	5.1
Save seed	23	39.0	25	42.4	3	5.1	1	1.7

Only one girl reported that her family owned at least 25 chickens (Table 11) and only three families had a chicken house for their chickens. Two of the houses were located on the farm, and one house was built near the home of the family.

Table 11.--POULTRY PRACTICES BY FAMILIES OF 59 GIRL GRADUATES OF UNITED STATES INDIAN SCHOOL, SANTA FE, NEW MEXICO, 1934-1939.

Poultry practices	<u>Yes</u>		<u>No</u>		<u>Omitted</u>	
	num-ber	per cent	num-ber	per cent	num-ber	per cent
Own a chicken house	3	5.1	54	91.5	2	3.4
located on farm	2					
Located near home	1					
Own 25 or more chickens	1	1.7	56	94.9	2	3.4

The replies to the questionnaire showed (Table 12) that half the girls did their purchasing in the nearest town, while about 20 per cent did their buying at the trading post or by mail order. The remainder of the girls did some purchasing at more than one place.

Table 12.--MAJOR SOURCE OF PURCHASES FOR 59 GIRL GRADUATES OF THE UNITED STATES INDIAN SCHOOL, SANTA FE, NEW MEXICO, 1934-1939.

Major sources	Yes	Per cent
Nearest town	30	50.9
Mail order	13	22.0
Trading post	12	20.3
Trading post and nearest town	2	3.4
Trading post, mail order, and nearest town	1	1.7
Trading post and nearest town	1.	1.7

Of the total number of families reporting (Table 13), 15 per cent owned cars at the time the survey was made while 36 per cent had owned cars in the past. Forty-four per cent of the homes had radios.

Table 13.--CARS AND RADIOS OWNED BY FAMILIES OF 59 GIRL GRADUATES OF THE UNITED STATES INDIAN SCHOOL, SANTA FE, NEW MEXICO, 1934-1939.

Ownership of car and radio	Yes		No		Omitted	
	num- ber	per cent	num- ber	per cent	num- ber	per cent
Owned a radio	26	44.0	33	56.0	0	0
Owned a car in the past	21	35.5	33	56.0	5	8.5
Owned a car	9	15.2	48	81.4	2	3.4

Of the girls in this study, 13 per cent (Table 14) read a newspaper daily while 17 per cent read magazines regularly. A little less than 25 per cent read the newspaper sometimes, while a little more than 75 per cent read magazines occasionally. About 75 per cent did not play a musical instrument, while about 15 per cent played one sometimes.

Table 14.--MUSICAL AND READING ACTIVITIES OF 59 GIRL GRADUATES OF THE UNITED STATES INDIAN SCHOOL, SANTA FE, NEW MEXICO, 1934-1939.

Activity	<u>None</u>		<u>Some</u>		<u>All</u>		<u>Omitted</u>	
	num- ber	per cent	num- ber	per cent	num- ber	per cent	num- ber	per cent
Play a musical instrument	45	76.3	9	15.3	2	3.4	3	5.1
Read a newspaper daily	11	18.6	14	23.7	8	13.6	26	44.1
Read magazines regularly	9	15.3	45	76.3	10	17.0	5	8.5

Food habits

As shown in Table 15, the tortilla was the only bread which was made by 60 per cent or more of the families. The other breads were made by about 50 per cent all the time while cakes and pies were baked in 90 per cent or more of the homes at least some of the time. Some yeast bread was baked in 42 per cent of the homes while 49 per cent stated that they baked all the yeast bread which they used.

Table 15.--BAKING PRACTICES OF 59 GIRL GRADUATES OF THE UNITED STATES INDIAN SCHOOL, SANTA FE, NEW MEXICO, 1934-1939.

Baking practices	<u>None</u>		<u>Some</u>		<u>All</u>		<u>Omitted</u>	
	num- ber	per cent	num- ber	per cent	num- ber	per cent	num- ber	per cent
Hot cakes	6	10.2	25	42.4	26	44.1	1	1.7
Yeast bread	4	6.8	25	42.4	29	49.2	1	1.7
Cornbread	4.	6.8	25	42.4	29	49.2	1.	1.7
Cake	3	5.1	33	56.0	20	33.9	3	5.1
Tortillas	3	5.1	16	27.1	37	62.7	3	5.1
Pies	2	3.4	32	54.3	23	39.0	2	3.4
Biscuits	2	3.4	23	39.0	32	54.3	2	3.4

From the replies on the questionnaire (Table 16) it was found that 25 per cent of the girls drank milk every meal, that 40 per cent drank coffee every meal, and about 14 per cent drank tea every meal. Eggs were eaten once a day by 46 per cent, while 42 per cent of the girls seldom ate eggs. Meat was eaten once a day by 59 per cent, but 30 per cent seldom ate meat. Of the 59 girls in this sample, 22 per cent seldom ate vegetables, but 56 per cent had vegetables once a day. Fruits were used once a day less often than were vegetables, but the same number of girls seldom ate fruits as seldom ate vegetables.

Table 16.--FOOD HABITS OF THE 59 GIRL GRADUATES OF THE UNITED STATES INDIAN SCHOOL, SANTA FE, NEW MEXICO, 1934-1939.

Food and beverages used at meals	Families using							
	Seldom		Once a day		Every meal		Omitted	
	num- ber	per cent	num- ber	per cent	num- ber	per cent	num- ber	per cent
Tea	26	44.1	19	32.2	8	13.6	6	10.2
Eggs	25	42.4	27	45.8	3	5.1	4	6.8
Milk to drink	22	37.3	17	28.8	15	25.4	5	8.5
Meat	18	30.5	35	59.3	2	3.4	4	6.8
Green vegetables	13	22.0	33	56.0	9	15.3	3	5.1
Fruits	13	22.0	29	49.2	11	18.6	6	10.2
Coffee	12	20.3	18	30.5	24	40.7	5	8.5

Less than 25 per cent (Table 17) of the families canned most of the fruits, vegetables, jelly and preserves used in the home while at least 50 per cent canned some fruits and vegetables. Between 30 and 40 per cent preserved pickles, fruits in the form of jelly and preserves, and meat. About 18 per cent made some sauerkraut while 44 per cent did not make it. Of the graduates 37 per cent had not canned meat, and 25 per cent had made no preserves or jelly.

Table 17.--FOOD PRESERVATION PRACTICES OF THE FAMILIES OF 59
GIRL GRADUATES OF THE UNITED STATES INDIAN SCHOOL, SANTA FE,
NEW MEXICO, 1934-1939.

Foods preserved	Families canning or preserving							
	None		Some		Most		Omitted	
	num- ber	per cent	num- ber	per cent	num- ber	per cent	num- ber	per cent
Sauerkraut	26	44.1	11	18.6	2	3.4	20	33.9
Meats	22	37.3	18	30.5	7	11.9	2	3.4
Jelly and preserves	15	25.4	21	35.6	14	23.7	9	15.3
Pickles	11	18.6	24	40.7	7	11.9	17	28.8
Vegetables	9	15.3	34	57.7	13	22.0	3	5.1
Fruits	5	8.5	30	50.9	15	25.4	9	15.3

About 83 per cent of the families in this study, purchased butter (Table 18) while only one girl stated that butter was made at home. Cheese and canned milk were bought for home use by more than 70 per cent while cheese was produced at home by only five per cent. Oleomargarine was purchased by 39 per cent of the families. Exactly 22 per cent purchased fresh milk for home use, while 37 per cent produced the milk which they used but did not make butter and cheese to any great extent. About three per cent stated that they produced canned milk at home.

Table 18.--DAIRY PRODUCTS PURCHASED OR PRODUCED AT HOME BY
FAMILIES OF 59 GIRL GRADUATES OF UNITED STATES INDIAN SCHOOL,
SANTA FE, NEW MEXICO, 1934-1939.

Dairy products	<u>Purchased</u>		<u>Produced at home</u>		<u>Omitted</u>	
	num- ber	per cent	num- ber	per cent	num- ber	per cent
Butter	49	83.1	1	1.7	9	15.3
Cheese	44	74.6	3	5.1	12	20.3
Canned milk	42	71.2	2	3.4	15	25.4
Oleomargarine	23	39.0	-		36	61.0
Fresh milk	13	22.0	22	37.3	24	40.7

The vegetables grown most frequently by the families of the girl graduates (Table 19) were squash, pumpkin, carrots, onions, beans and peas, all of which were grown in 55 per cent or more of the gardens. Potatoes were purchased more often than any other vegetable, since only 25 per cent of the families grew potatoes. The other vegetables were grown by 40 per cent or more of the families. The vegetables purchased were in reverse order to those grown in gardens.

Table 19.--VEGETABLES PURCHASED OR GROWN AT HOME BY THE FAMILIES OF 59 GIRL GRADUATES OF THE UNITED STATES INDIAN SCHOOL, SANTA FE, NEW MEXICO, 1934-1939.

Vegetable	<u>Purchased</u>		<u>Grown at home</u>		<u>Omitted</u>	
	number	per cent	number	per cent	number	per cent
Potatoes	38	64.4	15	25.4	6	10.2
Tomatoes	25	42.4	24	40.7	10	17.0
Cabbage	24	40.7	28	47.5	7	11.9
Chili	24	40.7	27	45.8	8	13.6
Lettuce	24	40.7	27	45.8	8	13.6
Beans	17	28.8	33	55.9	9	15.3
Peas	15	25.4	33	55.9	11	18.6
Onions	15	25.4	39	66.1	5	8.5
Carrots	15	25.4	35	59.3	9	15.3
Turnips	15	25.4	24	40.7	20	33.9
Pumpkin	13	22.0	39	66.1	7	11.9
Squash	13	22.0	35	59.3	11	18.6

Only eight per cent of the Indian families (Table 20) produced grapes at home, but 61 per cent purchased them for home consumption. Pears, peaches, apples and apricots, the most frequently purchased fruits, were bought by between 53 and 70 per cent of the families. Peaches, apples, apricots and plums were grown by between 20 and 44 per cent of the families in this study.

Table 20.--FRUITS PURCHASED OR GROWN AT HOME BY THE FAMILIES OF 59 GIRL GRADUATES OF THE UNITED STATES INDIAN SCHOOL, SANTA FE, NEW MEXICO, 1934-1939.

Fruits	<u>Purchased</u>		<u>Grown at home</u>		<u>Omitted</u>	
	number	per cent	number	per cent	number	per cent
Peaches	41	69.5	12	20.3	6	10.2
Pears	40	67.8	11	18.6	8	13.6
Apricots	37	62.7	15	25.4	7	11.9
Grapes	36	61.0	8	13.6	15	25.4
Apples	34	57.6	20	33.9	5	8.5
Plums	19	32.2	26	44.1	14	23.7

Activities of the girls

The greatest number of the girls, 93 per cent, (Table 21) had made some or all of their clothing, while 68 per cent had made clothing for children and 70 per cent had made linens for the household. About 36 per cent had made some clothing for the men of the families.

Table 21.--HOME SEWING ACTIVITIES OF 59 GIRL GRADUATES OF UNITED STATES INDIAN SCHOOL, SANTA FE, NEW MEXICO, 1934-1939

Sewing activities	<u>None</u>		<u>Some</u>		<u>All</u>		<u>Omitted</u>	
	num- ber	per cent	num- ber	per cent	num- ber	per cent	num- ber	per cent
Making clothing for men	34	57.5	24	40.8	0	0	1	1.7
Making clothing for children	15	25.4	40	67.8	4	6.8	0	0
Making the household linens	10	17.0	41	69.5	8	13.5	0	0
Making clothing for self	4	6.8	50	84.7	5	8.5	0	0

The child care and development activities (Table 22) performed by the girls were varied in nature but rather uniform in frequency of performance, since between 70 and 83 per cent of the girls had performed the activities listed except the preparation of food especially for children, (66 per cent) and the making of toys for children, (58 per cent).

Table 22.--ACTIVITIES PERFORMED FOR CHILDREN BY 59 GIRL GRADUATES OF THE UNITED STATES INDIAN SCHOOL, SANTA FE, NEW MEXICO, 1934-1939

Activity	Yes		No		Omitted	
	num- ber	per cent	num- ber	per cent	num- ber	per cent
Trained children to get along with others	49	83.1	3	5.1	7	11.9
Played with or entertained children	49	83.1	4	6.8	6	10.2
Bathed a child	48	81.4	4	6.8	7	11.9
Dressed a baby	48	81.4	3	5.1	8	13.6
Trained children as to habits of play	47	79.7	4	6.8	8	13.6
Training children as to eating habits	47	79.7	3	5.1	9	15.3
Trained children in habits of sleep	44	74.6	5	8.5	10	17.0
Trained children as to habits of elimination	42	71.2	5	8.5	12	20.3
Prepared food especially for children	39	66.1	7	11.9	13	22.0
Made toys for children	34	57.7	13	22.0	12	20.3

Of the 16 girls who were mothers (Table 23) 69 per cent had been under the care of the doctor or nurse during the period of pregnancy while 63 per cent said they they had been under the care of a doctor only during the later part of the period. Sixty-

three per cent of the girls had their child in the hospital, 12 per cent had their child at home without the aid of the doctor or nurse while 19 per cent had their child at home with the aid of the doctor or the nurse. One girl did not report as to where her child was born.

Table 23.--PRACTICES OF 16 OF 59 GIRL GRADUATES OF THE UNITED STATES INDIAN SCHOOL, SANTA FE, NEW MEXICO, 1934-1939.

Practices	<u>Yes</u>		<u>No</u>		<u>Omitted</u>	
	num- ber	per cent	num- ber	per cent	num- ber	per cent
Had care of doctor or nurse during pregnancy	11	68.8	5	31.3	0	0
Went to hospital for birth of child	10	62.6	6	37.4	0	0
Had care of doctor during part of pregnancy	10	62.6	5	31.2	1	6.2
Had child at home with aid of doctor or nurse	3	18.8	5	31.2	8	50.0
Had child at home without aid of doctor or nurse	2	12.4	3	18.8	11	68.8

One girl who had child did not report where it was born.

Fifty per cent of the jobs involved the preparing of meals, 39 per cent, the selecting and purchasing of food, 39 per cent the charging and paying for food, while 47 per cent involved the planning of meals and 56 per cent, the preparing of meals from the plans of someone other than the employed girl.

Table 24.--CERTAIN FOOD PRACTICES OF 59 GIRL GRADUATES OF THE UNITED STATES INDIAN SCHOOL, SANTA FE, NEW MEXICO, 1934-1939.

Certain food practices	<u>None</u>		<u>Some</u>		<u>All</u>		<u>Omitted</u>	
	num- ber	per cent	num- ber	per cent	num- ber	per cent	num- ber	per cent
Charging or paying for food	16	27.2	17	28.8	12	20.3	14	23.7
Preserving food	16	27.1	23	39.0	4	6.8	16	27.1
Selecting and purchasing food	14	23.7	23	39.0	5	8.5	17	28.8
Preparing meals	12	20.3	30	50.9	3	5.1	14	23.7
Planning meals	12	20.3	28	47.5	5	8.5	14	23.7
Preparing meals from another's plan	11	18.6	27	45.7	3	5.1	18	30.5

The activities (Table 25) which the girls who had been employed engaged in most frequently were caring for children, ironing, and following a work schedule which someone had prepared for them to follow. Laundry work was the activity which was done most consistently during the period of employment. In general all these activities were rather uniform as to frequency in performance.

Table 25.--MISCELLANEOUS ACTIVITIES OF 59 GIRL GRADUATES OF THE UNITED STATES INDIAN SCHOOL, SANTA FE,
NEW MEXICO, 1934-1939, WHEN EMPLOYED

Miscellaneous activities	<u>None</u>		<u>Occasion- ally</u>		<u>Frequently</u>		<u>Consist- ently</u>		<u>Omitted</u>	
	num- ber	per cent	num- ber	per cent	num- ber	per cent	num- ber	per cent	num- ber	per cent
Made clothing for the family	18	30.5	8	13.6	7	11.9	6	10.2	20	33.9
Used an electric washer	13	22.0	7	11.9	10	17.0	12	20.3	17	28.8
Cared for children	11	18.6	8	13.6	12	20.3	11	18.6	17	28.8
Used a work schedule	10	17.0	8	13.6	12	20.3	7	11.9	22	37.3
Did the laundry	9	15.3	8	13.6	11	18.6	13	22.0	18	30.5
Did the ironing	4	6.8	5	8.5	14	23.7	20	33.9	16	27.1

Health practices (Table 26) which were observed by about 90 per cent of the girls were brushing the teeth daily, bathing frequently, sleep eight hours per night, and sleeping with the window open. Windows were screened on 67 per cent of the homes while doors were screened in 85 per cent of the houses. Sanitary toilets were found in 69 per cent of the homes studied. About 85 per cent of the girls used individual drinking cups, hair brushes and towels, while 71 per cent used individual combs.

Table 26.--HEALTH PRACTICES AND FACILITIES OF 59 GIRL GRADUATES OF UNITED STATES INDIAN SCHOOL, SANTA FE, NEW MEXICO, 1934-1939.

Health practices and Facilities	<u>Yes</u>		<u>No</u>		<u>Omitted</u>	
	num- ber	per cent	num- ber	per cent	num- ber	per cent
<u>Practices:</u>						
Slept eight hours	54	91.5	2	3.4	3	5.1
Brushed teeth daily	54	91.5	1	1.7	4	6.8
Bathed frequently	53	89.8	2	3.4	4	6.8
Slept with window open	52	88.1	4	6.8	3	5.1
Used individual drink cup	50	84.8	6	10.2	3	5.1
Used individual towel	50	84.8	4	6.8	5	8.5
Used individual hair brush	48	81.4	8	13.6	3	5.1
Used individual comb	42	71.2	7	11.9	10	17.0
<u>Facilities:</u>						
Screened doors	50	84.8	6	10.2	3	5.1
Screened windows	41	69.0	13	22.0	5	8.5
Sanitary toilet	41	69.0	5	8.5	1	1.7

The study showed that the weaving activities of the girls (Table 27) after graduation were not very extensive, as 85 per cent or more had never woven a Hopi belt, a belt with woven design, a ceremonial belt, a Navajo rug, or material for a manta, nor had they ever set up a Navajo loom. More girls had made non-ceremonial and finger-woven belts than had made belts which were typically Indian. Only about 15 per cent had set up a Navajo loom and made a rug or saddle blanket.

Table 27.--WEAVING ACTIVITIES CARRIED ON BY 59 GIRL GRADUATES AFTER LEAVING UNITED STATES INDIAN SCHOOL, SANTA FE, NEW MEXICO, 1934-1939.

Weaving activities	<u>None</u>		<u>Some</u>		<u>Full time</u>		<u>Omitted</u>	
	num- ber	per cent	num- ber	per cent	num- ber	per cent	num- ber	per cent
Wove a Hopi belt	58	98.3	0	0	1	1.7	0	0
Wove a belt with woven design	55	93.2	1	1.7	0	0	3	5.1
Wove a ceremonial belt	55	93.2	1	1.7	2	3.4	1	1.7
Wove a Navajo rug	50	84.8	9	15.2	0	0	0	0
Set up loom	50	84.8	7	11.8	0	0	2	3.4
Wove a manta	50	84.8	7	11.8	0	0	2	3.4
Wove a saddle blanket	49	83.0	8	13.6	0	0	2	3.4
Wove material on four treadle loom	47	79.6	6	10.2	0	0	6	10.2
Wove a non-ceremonial belt	46	78.0	12	20.3	0	0	1	1.7
Cleaned raw wool	44	74.6	15	25.4	0	0	0	0
Prepared native dyes	41	69.5	16	27.1	0	0	2	3.4
Wove a finger woven belt	40	67.8	17	28.8	0	0	2	3.4
Carded and spun wool	32	54.3	20	33.8	0	0	7	11.9

Fewer than half of the girls in this study (Table 28) had done any type of beadwork.

Table 28.--BEADWORK PRACTICES OF 59 GIRL GRADUATES OF THE UNITED STATES INDIAN SCHOOL, SANTA FE, NEW MEXICO, 1934-1939.

Beadwork practices	<u>None</u>		<u>Some</u>		<u>Full time</u>		<u>Omitted</u>	
	num- ber	per cent	num- ber	per cent	num- ber	per cent	num- ber	per cent
Made beaded moccasins, etc.	49	83.1	8	13.6	0	0	2	3.4
Made a beaded purse	46	78.0	9	15.3	0	0	4	6.8
Made a beaded belt	29	49.2	24	40.7	2	3.4	4	6.8
Strung a loom	21	35.6	27	45.8	1	1.7	10	17.0
Adapted designs to beadwork	20	33.9	25	42.4	1	1.7	13	23.0

After tabulation of the answers to the questionnaires used in this study, it was found that more than half of the girls (Table 29) had done some kind of embroidery on modern articles which could be used in the home and had chosen designs for their work. Twenty-five per cent of the girls had done embroidery work since leaving school.

Table 29.--EMBROIDERY WORK OF 59 GIRL GRADUATES OF THE UNITED STATES INDIAN SCHOOL, SANTA FE, NEW MEXICO, 1934-1939.

Embroidery work	<u>None</u>		<u>Some</u>		<u>Full time</u>		<u>Omitted</u>	
	num- ber	per cent	num- ber	per cent	num- ber	per cent	num- ber	per cent
Embroidered a dance kilt	43	72.9	14	23.7	1	1.7	1	1.7
Embroidered a manta	37	62.7	8	13.6	1	1.7	13	22.0
Embroidered a modern article	19	32.2	35	59.3	5	8.5	0	0
Chosen a design	15	25.4	38	64.4	3	5.1	3	5.1

It was found in this study (Table 30) that 97 per cent of the girls had done no work in salting green hides and 93 per cent had not dehaired or tanned skins. Of the arts and crafts practice of making jewelry, 93 per cent of the girls had never made any at all, while only about two per cent had made some and none had worked full time at it. About 10 per cent of the girls had made some baskets, but 86 per cent had made none. Almost 14 per cent of the girls had painted pictures and one girl had worked full time at painting. Of the girls, 24 per cent had made pottery, one girl had worked full time making it, and 66 per cent had made none. Dolls had been made by 17 per cent of the girls, while 66 per cent had made no dolls.

Table 30.--OTHER ARTS AND CRAFTS PRACTICES CARRIED ON AFTER GRADUATION BY 59 GIRLS FROM THE UNITED STATES INDIAN SCHOOL, SANTA FE, NEW MEXICO, 1934-1939.

Arts and crafts practices	<u>None</u>		<u>Some</u>		<u>Full time</u>		<u>Omitted</u>	
	num- ber	per cent	num- ber	per cent	num- ber	per cent	num- ber	per cent
Salting green hides	57	96.6	2	3.4	0	0	0	0
Making silver jewelry	55	93.2	1	1.7	0	0	3	5.1
Dehairing skins	55	93.2	2	3.4	0	0	2	3.4
Tanning skins	55	93.2	2	3.4	0	0	2	3.4
Making baskets	51	86.4	6	10.2	0	0	2	3.4
Making moccasins	47	79.7	11	18.6	0	0	1	1.7
Painting pictures	43	72.9	8	13.6	1	1.7	7	11.9
Making pottery	39	66.1	14	23.7	1	1.7	5	8.5
Making dolls	39	66.1	10	17.0	0	0	10	17.0

Opinions of the girls

In order to understand Table 31 clearly, the reader must realize that the girls were asked to rank the units in homemaking which had been of the most use to them in order of importance.

These choices as listed may in some instances be first choice and in others second choices or more. The units on clothing and child care had been of the most use to the greatest number (93 per cent or more) of girls, while the utilization of waste materials, home preservation of foods and home care of the sick were the subjects which had been placed at the bottom of the list.

Table 31.--OPINIONS OF 59 GIRL GRADUATES AS TO WHAT SUBJECTS HAD BEEN OF GREATEST HELP TO THEM AFTER LEAVING UNITED STATES INDIAN SCHOOL 1934-1939.

Subjects	Number	Per cent
Clothing for women and older girls	58	98.3
Clothing for infants	55	93.2
Clothing for boys and girls	55	93.2
Child care	55	93.2
Purchasing, care and repair of clothing	51	86.4
Household furnishings	45	76.3
Preparation of meals	40	67.8
Laundering	40	67.8
Home decoration and planning	34	57.7
Personal grooming and self-improvement	29	49.2
Utilization of waste materials	27	45.8
Home care of the sick	25	42.4
Canning or food preservation	15	25.4

Chapter V

DISCUSSION

The discussion of the findings from this study of the needs of Indian girls in homemaking education will be divided into the following parts: occupational history, family background, food habits, activities of the girls and opinions of the girls.

In the summer of 1940, 59 girls who were graduated from the United States Indian School at Santa Fe, New Mexico between the years 1934-1939 inclusively were interviewed for this study. The number each year was fairly uniform with the exception of 1935, when there were only six girls, and in 1938 and 1939 when 13 girls completed their high school work each year. There were more Pueblo girls who were graduates, than from Navajo or other tribes. This result was to be expected because the school is located nearer the homes of the Pueblo girls than the homes of the girls in other tribes and also because the school was established for Pueblo children.

Occupational history

It was found that after leaving school, the girls had engaged in several types of employment--namely, hospital attendants, housekeepers, teachers, house-maids, and waitresses. About one fourth of the girls had been employed in government hospitals at Santa Fe, Albuquerque and Taos, New Mexico. These girls worked

an average of nine months while employed in the hospital as attendants. Since the work required of a hospital attendant consisted of cleaning, arranging the rooms, and other jobs such as a housemaid would do, it should become an objective of the homemaking department to include courses in home care of the sick, in preparing and serving trays for convalescents, and in home management with stress on cleanliness, sanitation, kindness, courtesy and promptness.

The job which ranked next in frequency was that of the government day-school housekeeper. All senior girls have the privilege of taking an examination for this position. The day school is located in the pueblo, so that the girl who is fortunate enough to obtain this job can stay at home and at the same time earn money. These housekeepers remained at their jobs for an average of 16.7 months. The job specified that a girl can be employed only 18 months or two school years, and one girl who quit before her two years had expired brought the average down to the 16.7 months. The girl employed as a day-school housekeeper helps the teacher with the smaller children by bathing them, by washing their hair, and changing their clothes; she also does the cleaning of the building and prepares and serves the noon lunch in the schools where a lunch is given to the children. In this job, training in home economics dealing with care of children, grooming, food preparation and the serving meals, sanitation, and laundry would be of great help to the girl.

Ten per cent of the girls had worked in government schools as teachers of arts and crafts, holding their jobs an average of 19 months. The girls who became teachers had received two years of post-graduate work in the arts and crafts department of the Santa Fe school. These teachers could be more efficient if a unit in the construction of pillow tops, the hemming of table runners, luncheon sets and napkins, and the finishing of other articles could be added to the clothing course, as the arts and crafts teacher has to supervise not only the arts and crafts handwork but also the completion of the article after the crafts work is finished.

The greatest number of girls, 44 per cent, had been employed as housemaids but stayed with their jobs only an average of .34 per cent of a month, or about ten days. This may be due to the girls knowing so little about the cooking which is required in the homes in which they work, since the homemaking courses in high school had only tried to teach them cooking for use in their own homes; or it may be due to the girls becoming homesick and discouraged, for there is no social life for the Indian girl away from her own people. Courses in homemaking could be offered in foods, which would teach the girl to prepare food as the Anglo-Americans do, but the writer would not recommend such a unit because the girls eventually return home after a short time at a wage-earning occupation. A unit on guidance would help the girl to know what to expect when employed away from home and might help in making the adjustments necessary.

Several girls, 19 per cent, had been employed as waitresses, especially in one town where there is a large tourist trade and where the Indian girls in their native dress made good atmosphere and draw trade for the hotel. A unit in personal improvement with stress on cleanliness and personal appearance, and also a unit on how to get along with people would aid the girls who become waitresses.

Only one girl had been employed in a non-government position as a teacher: that girl had taught arts and crafts in a summer camp for girls for a period of two months.

The lowest wage received in a month by the employed girls was less than 10 dollars while the highest was between \$90 and \$100. About 47 per cent of the wage-earning girls received between \$10 and \$30 in a month. Since the average wage for all types of jobs is so low, training for positions which take the girl away from home are not recommended; but if the girls must work, jobs which furnish them room and board in a good home are to be preferred above those which provide no board and room, as the wages paid will not provide adequate living quarters and nutritious food.

A majority of the girls, 68 per cent, returned to the Santa Fe school for post graduate work. This fact was probably due to two things: First, the Santa Fe school is not accredited so does not encourage the graduates to seek higher education except in special cases; and second, the Indian school employs its own post graduates to teach in the arts and crafts department. Only one girl entered the University of New Mexico, completing her

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training in arts and crafts. Three girls entered other schools for special training, but because of their English handicap or other reasons, soon dropped out. During the first six school years the girls attend the day school in their pueblo, going home each night, so that they do not learn to use English to any great extent. After the sixth grade is completed, the girls come to the boarding school, where they congregate in groups by villages and talk their Indian language. When vacation time comes they go back to the pueblo to live until the next school year. Of course it is desirable that they spend as much time as possible with their families, but, since the English language is not usually spoken in the Indian homes, the girls do not have a chance to use the English which they are taught in the school.

Family background

About 37 per cent of the mothers and 28 per cent of the fathers had never attended school. At the time these parents were of school age, the boys were sent away from home to attend school more often than were girls. Only five per cent of the mothers and 10 per cent of the fathers had finished high school. At the present time, the old custom of sending the boys and not the girls to school has been broken down somewhat, so that approximately two thirds as many girls as boys are attending school.

As indicated by the study, 80 per cent of the homes had purchased cookstoves, beds, springs and mattresses as well as chairs. Other articles of furniture, such as dressing tables, chests of

drawers, and tables had been purchased to a great extent, in spite of the fact that the boys were given training in furniture making at the Santa Fe school. Homemaking education might offer a unit in the selection and buying of furniture since so much of the furniture is being purchased.

Since most of the kitchens of these Indian families had the equipment commonly found in home kitchens, a unit in selection, buying and care of kitchen equipment should be added to the homemaking curriculum. Canning of vegetables should be stressed in the training of the girls, because the study showed that 22 per cent of the families owned pressure cookers.

Gardening and poultry growing seem to be subjects in which much information is needed. The study showed that 45 per cent of the families were purchasing some garden seed while five per cent were buying all of it. A unit on selecting and saving seed for the garden would serve a good purpose in the homemaking course, since 42 per cent are saving some seed and five per cent are saving all of it. Since 41 per cent grew no plants in seed flats for early planting, the use of the seed flat in gardening could be taught. Very few people sold any vegetables; consequently it seems that growing vegetables for home use should be stressed at this time, instead of market gardening.

Only two per cent of the families owned more than 25 chickens and only five per cent owned a house for chickens. It is probable that the lack of poultry growing is due to the families

living so near together in villages that there is not room for poultry; furthermore, if the poultry was kept on the farm, it might be stolen.

Half the families in this study made their purchases in the nearest town. This answer was unexpected because the villages are not very near to a town of any size and because all the pueblos have a trading post in or very near the village. However, since there is a better sale for pottery in the towns, the women who make pottery take it to the nearest town and while there make the family purchases. About 20 per cent buy at the trading post in or very near the pueblo. One fifth of the families purchased some articles by mail order. Montgomery Ward and National Garment Company get this business as is evident from the number of times teachers help their student make out orders for these companies. Units in consumer buying, including ordering by mail, measurements, budgeting and money should be taught in the home-making department.

Cars were owned by 15 per cent of the families while 36 per cent had owned cars at one time. About 44 per cent of the homes had radios. A unit on what it costs to own and operate a radio and car should be included in homemaking in the twelfth grade of school.

Magazines were read more often than were newspapers, probably because many people in Santa Fe save magazines and take them to the village for distribution among the families. Only a small number of girls played musical instruments, because there are very few musical instruments in the villages and incomes are such that prices of musical instruments are prohibitive.

Food habits

The Indian families in this study used tortillas more frequently than any other bread, though some yeast bread was used by 42 per cent of the families. Wood is scarce for fuel in the villages, but tortillas can be baked on a piece of metal placed over the coals in the fire place in the winter or on top of the stove in the summer with the use of very little fuel. Yeast bread is not used all the time because it is baked in the outside adobe oven which takes much wood to heat. The wood is burned in the oven and the coals removed before the bread is put into the oven. When yeast bread is baked, the oven is heated and a large quantity of bread is baked to conserve fuel. This is done only for feasts or special occasions when much bread is needed. A unit on fuel saving showing the girl how to plan and prepare meals which could be prepared when bread was being baked, could be taught. A unit in nutrition is needed so that the girls will understand about the destruction of vitamins by methods of cooking, for the Indian women cook a large quantity of food and keep re-cooking it as long as it lasts.

About 54 per cent reported that they made pies. This is a rather high percentage which may be due to a misinterpretation of a poorly stated question. The Indian women make a cooky-like sweet which they call "pie". This pie is made like the filled cookies which Anglo women prepare. The writer thinks the women had this sweet in mind when giving their answer, rather than the American pie, which was intended.

It was found that 41 per cent seldom ate eggs, 30 per cent seldom ate meat, 22 per cent seldom ate vegetables and fruits, and 37 per cent seldom drink milk, it seems evident that a unit in nutrition is needed in the homemaking course; but before a unit in nutrition will be of much value one must help the families obtain the foods necessary for good nutrition. Inasmuch as only 37 per cent of the families in the study had fresh milk at home, work in dairying should be provided which will help the families to own and feed a milk goat. The farms are so small that in most instances cows cannot be fed properly from them. Only one family in the study was producing butter at home, while only five per cent made cheese. At the time this study was made 75 per cent of the families were purchasing butter, 83 per cent were buying cheese, 71 per cent were purchasing canned milk, 39 per cent were purchasing oleomargarine, and 22 per cent purchased fresh milk. At that time many of the men were employed by a government agency and many of the women had a ready sale for their pottery. But at the present time there is not so much money with which to purchase food, because the government agency has been abolished and the women are not selling so much pottery because of the rationing of gasoline, which prevents the tourist from coming to Santa Fe and on to the villages as has been done in the past. All of these factors make it very necessary that these people be taught to "live at home".

Classes in adult education are one of the greatest needs of these people but the homemaking department cannot organize such classes because of the organization of the school. The homemaking

teachers can teach units in gardening, storage and preservation of food, poultry growing, and some phases of dairy work, and can exchange a unit with the agriculture teacher so that the girls can get some practical work in gardening, poultry and dairying. If all these units are studied from the budget standpoint so that the knowledge can be transferred to the mother in the families, they will be of more help to the girls. A practice cottage and farm would be the ideal way to teach these units. If the boys had the experience of working along with the girls in trying to grow food for the family and livestock on a farm about the size of the average Indian farm, growing chickens, rabbits, and pigs for meat, caring for the milk goat, and growing a garden and storing and preserving the food for winter use, training would be received which would be invaluable. This farm should also include the family sized orchard and small fruits. With the good irrigated land which most of these families own there is every reason to think that they could produce a good living at home if they were taught how to do it.

Activities of the girls

The study showed that the greatest number of girls had engaged in activities related to clothing and child care. These results would indicate the need for clothing construction units including clothing for women, children, and infants as well as some clothing for men. The Indian man wears the "Indian shirt" for all ceremonial events. Since these shirts cannot be purchased ready-made it might be well to include the making of them in the clothing course.

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Units in infant care and development of the pre-school child might be included in the homemaking course. The pre-school child could best be studied in a nursery school which could be included in the tenth, eleventh or twelfth grade. Since rather a small percentage of the girls who had taken care of children had prepared food especially for them, emphasis should be placed on this phase of work in the nursery school. This information is needed in the village. The writer has heard a nurse who worked among the Indians say that more small children died from improper feeding than from any other cause.

Since the study showed that girls were doing laundry work consistently, a course in laundry including ironing should be added to the homemaking course of study.

The replies to the questionnaires showed that a high percentage of girls were obeying the health rules, but even so the units on health should be continued. On the basis of her observations the writer questions the results of the health replies, since 88 per cent replied that they slept with the windows open when most of the windows are stationary and a few of the homes have no windows.

The study indicated that the girls were doing very little weaving after leaving school, which can be explained as follows: The ceremonial belts, mantas, and dance kilts will last a life time and when once made will not need replacing; also, there is not much sale for these articles outside the villages.

The Navajo arts and crafts which consist of making rugs, saddle blankets, and carding and spinning raw wool were more frequently engaged in than were the Pueblo arts and crafts when the number of Navajo girl graduates was considered. The Navajo rug and saddle blankets furnish one of the chief means of income to the Navajo so if the girls needed money, they would probably weave a rug or saddle blanket. Since the rugs and saddle blankets bring the best price if native dyes are used, naturally the girls would use native dye if it were at all possible.

Beadwork is not an art or craft of the Indians in this study but has been adopted by the Taos pueblo from the Comanche Indians of Oklahoma and had its beginning at the time of the raids of Geronimo on Taos. About seven per cent of the girls in this study were doing beadwork as full time occupation. The Taos people have a sale for moccasins and other articles to the tourists who come to Taos in the summer.

It was found that 50 per cent of the girls were doing some embroidery on modern articles. The Pueblo Indians do beautiful embroidery on their ceremonial mantas and dance kilts. Since there is not much sale for these articles, the school tries to teach the girls to adopt the designs used on these ceremonial articles to table runners, pillow tops, luncheon sets and other articles which could be used in the modern home.

Both the Pueblo and Navajo Indians make some of the moccasins they wear and for these moccasins used home-tanned skins. It was found that the girls had done very little of the tanning of

the leather, but that about 19 per cent had made moccasins.

Practically none of the girls had made any silver jewelry at the time of the study. If the study could be made now, the results would probably be different for the girls are making much of the jewelry now that the men and boys have gone to the army. One man told the writer that knowing that he would be taken into the army, he was teaching his wife to make jewelry so that she would have money when he was gone, and that many of the men were teaching their wives or sisters. A unit in the arts and crafts department in silversmithing for girls would be of great help in wartime.

Such a small percentage of the girls had made baskets, and from observation it seemed that the Indians in this study were not basket makers; so a course in basketry would not be recommended.

Almost 14 per cent of the girls had done some painting and two per cent had painted pictures as a full-time occupation. In view of this fact, it is recommended that girls be offered painting if they have a talent for it.

A greater number of girls were making pottery than were engaged in any other type of arts and crafts. This is to be expected because the Pueblo Indians have made pottery for generations. A unit in pottery making is not recommended, because each village makes a different type of pottery and the Indians do not want those of other villages taught to make their type of pottery. It is recommended that the teaching of pottery making be left to the older women in the pueblos.

Opinions of the girls

In this study the girls were asked to list the subjects or units that were taught in the homemaking department in the order of their helpfulness to them after graduation. The results were as follows:

1. Clothing for women and older girls
2. Clothing for infants
3. Clothing for boys and men
4. Child care
5. Purchasing, care and repair of clothing
6. Household furnishings
7. Preparation of meals
8. Laundering
9. Home decoration and planning
10. Personal grooming and improvements
11. Utilization of boxes, flour sacks, etc.
12. Home care of the sick
13. Canning and food preservation.

The writer does not consider these opinions to be of great importance when considering the needs of the girls, because there were several things which might have influenced the opinions. The girls had had very little work in home care of the sick, because the class was taught only in one grade to the girls who had a study hall at a certain period. The class met only once a week when the nurse could get to the school. The subjects which were ranked at the top half were the units which were taught from the seventh grade through

the twelfth grade. Canning, which ranked thirteenth, could only be taught for a few weeks in the fall and to only two grades, since there is only one foods laboratory in the school.

Recommendations

As a result of the finding it is recommended that the course of study of the homemaking department should include units in the following:

- I. Home care of the sick
 1. Sanitation and cleanliness
 2. Food for convalescents
- II. Foods
 1. Food preparation and the serving of meals
 2. Canning and food preservation
 3. Planning and preparing fuel-saving meals
 4. Nutrition
- III. Gardening
 1. Selecting and saving seeds
 2. Growing plants in seed flats
 3. Gardening in general
- IV. Clothing
 1. Construction of articles made in arts and crafts classes.
 2. Clothing for the family
 3. Budgeting
 4. Consumer buying

V. Home Management

1. Buying of furniture
2. Buying, selection and care of kitchen equipment
3. Laundry
4. Budgeting
5. Money
6. Cost of operating a car and radio
7. Practice cottage unit

VI. Poultry and dairy

1. Exchange units with the agriculture department

VII. Occupational guidance

Problems for further study

During the survey questions presented themselves which seemed worthy of further study. These problems were as follows:

1. What effect will the war have on the needs of Indian girls?
2. What effect has the extension program of the United Pueblo Agency had on the home living of the Indian families?

Chapter VI

SUMMARY

The problem of the present study was "How may the home-making curriculum of the Santa Fe Indian school be made to meet the needs of the Indian girls?"

For this study 59 girl graduates of the United States Indian School, Santa Fe, New Mexico, between the years 1934-1939, in 1939 checked a questionnaire during an interview with a teacher from the Santa Fe Indian School. More Pueblo girls were graduated than were girls from other tribes.

The findings of this study were as follows:

Occupational history

1. The girls had worked at government and non-government jobs. The girls employed by the government worked as hospital attendants, day school housekeepers, and teachers; and were employed for a longer period of time than those who worked at non-government jobs. The government jobs involved 25 per cent of hospital attendants, 17 per cent of day school housekeepers, and 10 per cent of teachers. The hospital attendants worked an average of nine months per job, the day school housekeepers, an average of 17 months per job and the teachers an average of 19 months per job.
2. In the non-government work, 44 per cent of the employment had been that of housemaids, 19 per cent of waitresses and two per cent of teachers. The average length of time which housemaids worked at a job was three tenths of a month while the average time which waitresses worked was six tenths of a month per job.

3. About 12 per cent of the girls received less than \$12 per month, 47 per cent received between \$10 and \$30 and no girl received as much as \$100 per month.
4. The greater percentage of the girls, 68 per cent, had not attended any institution of higher learning after graduation but 27 per cent had returned to the Santa Fe school for post graduate work in arts and crafts.

Family background

1. About 37 per cent of the mothers and 28 per cent of the fathers had never attended school.
2. Only three per cent of the mothers and seven per cent of the fathers had finished high school.
3. More of the home furnishing had been purchased rather than made at home.
4. The kitchens of the Indian homes contained the small pieces of equipment commonly found in other kitchens.
5. Pressure cookers were owned by 22 per cent of the families.
6. Poultry and dairying were not carried on to any great extent by the families of the girls.
7. Half of the families did their purchasing in the nearest town while 20 per cent purchased from mail order catalogues and some purchased from the trading post.
8. About 44 per cent of the families owned radios, 15 per cent owned cars and 36 per cent had owned a car in the past.
9. Magazines were read more often than newspapers.
10. Only a small number of girls played a musical instrument.

Food habits

1. Tortillas were used more often than other breads.
2. Yeast bread was used frequently by 42 per cent of the families.
3. Of the families, 54 per cent reported making pies.
4. Eggs were seldom eaten by 42 per cent of the girls.
5. Meat was seldom eaten by 30 per cent of the girls.
6. Milk was seldom drunk by 37 per cent of the girls.
7. About 22 per cent seldom ate fruits and vegetables.
8. Only 37 per cent had fresh milk at home.
9. About 75 per cent reported that they purchased milk.
10. Cheese was purchased by 75 per cent of the families, canned milk by 71 per cent, and oleomargarine by 39 per cent.
11. Squash, pumpkin, carrots, onions and peas were grown in 55 per cent or more of the gardens.
12. A smaller percentage of the families grew potatoes than any other vegetable.
13. Tomatoes, cabbage, chili, lettuce, beans and turnips were purchased by 40 per cent or more of the families.
14. Peaches, pears, apricots and grapes were the most frequently purchased fruits.
15. Plums, apples, apricots and peaches were grown by between 25 and 44 per cent of the families.

Activities of the girls

1. The greatest number of girls, 85 per cent, had made clothing for themselves.
2. About 70 per cent had made children's clothing.
3. Clothing for men had been made by 36 per cent of the girls.

4. Of all the activities for children except making toys, preparation of food for children had been engaged in less frequently.
5. Of the mothers in the group, 12 per cent had their child at home without the aid of a doctor or nurse, 63 per cent had their child at a hospital, 19 per cent had their child at home with the doctor or nurse, while one mother did not report.
6. Of the girls reporting, 34 per cent sometimes had the experience of preparing meals from their own menus, while 25 per cent selected and purchased the food.
7. Food preservation was carried on occasionally by 27 per cent, frequently by 10 per cent and consistently by 20 per cent.
8. Laundry work was done most often by girls who worked as housemaids.
9. The health practices of brushing the teeth daily, bathing frequently, sleeping eight hours, and sleeping with the windows open were observed most often by the girls.
10. Windows were reported screened by 67 per cent while doors were screened by 85 per cent.
11. Sanitary toilets were reported by 69 per cent of the families.
12. Pottery making was most frequently engaged in of all the arts and crafts.
13. Activities connected with beadwork, painting, moccasin making, weaving and basket making were reported by some of the girls.

Recommendations

As a result of the finding it is recommended that the course of study of the homemaking department should include units in the following:

- I. Home care of the sick
 - 1. Sanitation and cleanliness
 - 2. Food for convalescents
- II. Foods
 - 1. Food preparation and the serving of meals.
 - 2. Canning and food preservation
 - 3. Planning and preparing fuel saving meals.
 - 4. Nutrition
- III. Gardening
 - 1. Selecting and saving seeds
 - 2. Growing plants in seed flats
 - 3. Gardening in general
- IV. Clothing
 - 1. Construction of articles made in arts and crafts classes
 - 2. Clothing for the family.
 - 3. Budgeting
 - 4. Consumer buying
- V. Home management
 - 1. Buying furniture
 - 2. Buying, selection and care of kitchen equipment
 - 3. Laundry
 - 4. Budgeting
 - 5. Money

6. Cost of operating a car and radio

7. Practice cottage unit

VI. Poultry and dairy

1. Exchange units with the agriculture department.

VII. Occupational guidance

APPENDIX

SCHEDULE NO. 2

Name _____ Date _____

EXPERIENCE**GIRLS**Graduated _____
Year _____ Month _____BOYS AND GIRLSLeft School _____
Year _____ Month _____

Sequence of Experience: (Note all periods of employment, unemployment (schools). Where pupil has been working on his own farm or on the farm owned by parent, guardian or other relative, include as a job. Be certain that all time since graduation or departure from school is accounted for. Note unemployment dates, etc. in spaces between jobs.

Job	From _____	
	Month Year	Employer
	To _____	Address
	Month Year	
	Job name:	
	Salary	Reason for Leaving

From _____
Month Year

To _____
Month Year

Job	From _____	
	Month Year	Employer
	To _____	Address
	Month Year	
	Job name:	
	Salary	Reason for Leaving

From _____
Month Year

To _____
Month Year

Job	From _____	
	Month Year	Employer
	To _____	Address
	Month Year	
	Job name:	
	Salary	Reason for Leaving

From _____
Month Year

To _____
Month Year

SCHEDULE NO. 2a.

Name _____

EXPERIENCE

Date _____

BOYS AND GIRLS

Job

From _____ Month Year	
To _____ Month Year	Employer
Job name:	Address
	Salary Reason for Leaving

From _____
Month Year
To _____
Month Year

Job

From _____ Month Year	
To _____ Month Year	Employer
Job name:	Address
	Salary Reason for Leaving

From _____
Month Year
To _____
Month Year

Job

From _____ Month Year	
To _____ Month Year	Employer
Job name:	Address
	Salary Reason for Leaving

From _____
Month Year
To _____
Month Year

Job

From _____ Month Year	
To _____ Month Year	Employer
Job name:	Address
	Salary Reason for Leaving

From _____
Month Year
To _____
Month Year

SCHEDULE NO. 3.

Name _____ Date _____

ADDITIONAL SCHOOLINGGraduated _____
Month YearBOYS AND GIRLSLeft _____
Month Year

Note: All additional schooling obtained, all institutions attended, all correspondence courses taken, should be recorded.

From _____		
Month Year	Name of Institution	
To _____	Course	Major
Month Year	Preparing for what vocation	

Educational Loan? Yes No How much? _____ Scholarship? Yes No
Working board and room? Yes No

From _____		
Month Year	Name of Institution	
To _____	Course	Major
Month Year	Preparing for what vocation	

Educational Loan? Yes No How much? _____ Scholarship? Yes No
Working board and room? Yes No

From _____		
Month Year	Name of Institution	
To _____	Course	Major
Month Year	Preparing for what vocation	

Educational Loan? Yes No How much? _____ Scholarship? Yes No
Working Board and Room? Yes No

From _____		
Month Year	Name of Institution	
To _____	Course	Major
Month Year	Preparing for what vocation	

Educational Loan? Yes No How much? _____ Scholarship? Yes No
Working Board and Room? Yes No

Father's Name _____ Tribe _____ Occupation _____

Does he work for wages? Yes No

Has he worked for wages? Yes No

If yes, state for whom and where _____

Please circle grade completed: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
16

Give names of schools attended: _____

Mother's Name _____ Tribe _____ Occupation _____

Does she work for wages? Yes No

Has she worked for wages? Yes No

If yes, state for whom and where: _____

Please circle grade completed: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
16

Give names of schools attended: _____

Economic Conditions

1. Does boy or girl live in own home? Yes No

2. Does boy or girl live with relatives? Yes No

3. If married do you both live in home of relatives? Yes No

4. Do you own an automobile? Yes No

Has your family ever owned an automobile? Yes No

5. Do you have a radio? Yes No

SCHEDULE NO. 5 (GIRLS)

1. Do you:	None	Some	All
1. Make your clothing?	_____	_____	_____
2. Make your household linens?	_____	_____	_____
3. Make clothing for the children in the home?	_____	_____	_____
4. Make clothing for the men of the family?	_____	_____	_____

11. In your opinion which of the following subjects taught in Home Economics classes have been of most use to you in your home? Please number in order of importance.

- _____ Child Care.
- _____ Children's clothing.
- _____ Women's and girls' clothing.
- _____ Boys' and girls' clothing.
- _____ How to buy, care, and repair of clothing.
- _____ Household furnishings.
- _____ Preparation of meals.
- _____ Laundering.
- _____ Home decoration.
- _____ Personal grooming and improvement.
- _____ Using waste materials such as making fats into soap, boxes into furniture, sacks into clothing.
- _____ Canning and food preservation.
- _____ Care of sick.

11. Where do you buy?

Local store or trading post _____ Mail order _____ Nearest town _____

1V. Check articles purchased or made for your home:

	Purchased	Made
A. Cupboard.....	_____	_____
B. Cookstove.....	_____	_____
C. Chairs.....	_____	_____
D. Dressing table.....	_____	_____
E. Washstand.....	_____	_____
F. Chest.....	_____	_____
G. Stool.....	_____	_____

	Purchased	Made
H. Bookshelf.....	_____	_____
I. Ironing board.....	_____	_____
J. Bed.....	_____	_____
K. Springs for bed.....	_____	_____
L. Mattress for bed.....	_____	_____
M. Dining table.....	_____	_____
N. Pressure cooker.....	_____	_____
O. Double boiler.....	_____	_____
P. Measuring cup.....	_____	_____
Q. Dishes.....	_____	_____
R. Measuring spoons.....	_____	_____
S. Dishpan.....	_____	_____
T. Mixing bowls.....	_____	_____
U. Wooden spoon.....	_____	_____
V. Can filler.....	_____	_____
W. Tin containers for staple groceries...	_____	_____
X. Wash boiler.....	_____	_____
Y. Sifter.....	_____	_____

V. Do you do the work of gardening and caring for chickens?

	None	Some	All
A. Buy seed.....	_____	_____	_____
B. Save your own seed.....	_____	_____	_____
C. Grow own plants.....	_____	_____	_____
D. Irrigate.....	_____	_____	_____
E. Sell vegetables.....	_____	_____	_____
F. Do you have a chicken house?.....	_____	_____	_____
G. Is it on your farm?.....	_____	_____	_____
H. Is it near your house?.....	_____	_____	_____
I. Do you have more than 25 chickens?....	_____	_____	_____

VI. Which of the following foods have you canned or preserved in some way:

	Practically all used	Some	None
A. Fruits.....	_____	_____	_____
B. Vegetables.....	_____	_____	_____
C. Meats.....	_____	_____	_____
D. Pickles.....	_____	_____	_____
E. Jellies or Jams.....	_____	_____	_____
F. Sourkraut.....	_____	_____	_____

VII. Do you bake the following?

A. Yeast bread.....	_____	_____	_____
B. Cornbread.....	_____	_____	_____
C. Biscuits.....	_____	_____	_____
D. Hotcakos.....	_____	_____	_____
E. Cake.....	_____	_____	_____
F. Tortillas.....	_____	_____	_____
G. Pies.....	_____	_____	_____

VIII. Check the following foods used:

	Purchased	Produced at home.
A. Milk.....	_____	_____
1. Canned.....	_____	_____
2. Fresh.....	_____	_____
B. Fruits.....	_____	_____
1. Apples.....	_____	_____
2. Grapes.....	_____	_____
3. Peaches.....	_____	_____
4. Pears.....	_____	_____
5. Plums.....	_____	_____
6. Apricots.....	_____	_____
C. Vegetables.....	_____	_____
1. Potatoes.....	_____	_____
2. Cabbage.....	_____	_____
3. Carrots.....	_____	_____
4. Squash.....	_____	_____
5. Pumpkin.....	_____	_____
6. Turnips.....	_____	_____
7. Beans.....	_____	_____
8. Peas.....	_____	_____
9. Lettuce.....	_____	_____
10. Onions.....	_____	_____
11. Tomatoes.....	_____	_____
12. Chili.....	_____	_____
D. Butter.....	_____	_____
E. Oleomargarine.....	_____	_____
F. Cheese.....	_____	_____

IX. Check the following food habits for yourself:

	Every meal	Once a day	Seldom
A. Meat.....	_____	_____	_____
B. Milk to drink.....	_____	_____	_____
C. Eggs.....	_____	_____	_____
D. Green vegetables.....	_____	_____	_____
E. Fruits.....	_____	_____	_____
F. Coffee.....	_____	_____	_____
G. Tea.....	_____	_____	_____

X. Do you observe the following?

	Yes	No
A. Use an individual drinking cup.....	_____	_____
B. Use an individual towel.....	_____	_____
C. Use an individual comb.....	_____	_____
D. Use an individual brush.....	_____	_____
E. Sleep with the windows open.....	_____	_____
F. Bathe frequently.....	_____	_____
G. Wash hair frequently.....	_____	_____
H. Brush teeth daily.....	_____	_____
I. Sleep eight hours every night.....	_____	_____
J. Have screens on windows.....	_____	_____
K. Have screens on doors.....	_____	_____
L. Have a sanitary toilet.....	_____	_____

XI. Have you done the following for your own or for other children in your home?

- | | | |
|--|-----------------|------------|
| A. Obtained a layette..... | Purchased _____ | Made _____ |
| B. Prepared food for children different from that eaten by adults..... | Yes _____ | No _____ |
| C. Bathed a child..... | " _____ | " _____ |
| D. Dressed a baby..... | " _____ | " _____ |
| E. Played with and entertained children..... | " _____ | " _____ |
| F. Tried to train children as to eating habits | " _____ | " _____ |
| G. Trained children as to habits of elimination | " _____ | " _____ |
| H. Trained children as to habits of sleep..... | " _____ | " _____ |
| I. Trained children as to habits of play..... | " _____ | " _____ |
| J. Trained children to get along with others.. | " _____ | " _____ |
| K. Made toys for children..... | " _____ | " _____ |

XII. If you had a child:

- | | | |
|--|---------|---------|
| A. Did you have the care and advice of a physician or nurse during pregnancy?..... | " _____ | " _____ |
| B. Did you have the doctor's care near the end of pregnancy?..... | " _____ | " _____ |
| C. Was the child born in the hospital?..... | " _____ | " _____ |
| D. Was it born in the home without a nurse or doctor..... | " _____ | " _____ |
| E. Was it born in the home with the aid of a doctor or nurse..... | " _____ | " _____ |

XIII. Have you done any of the following when employed in someone's home?

- | | None | Occasion-ally | Fre-quently | Consis-tently |
|---|-------|---------------|-------------|---------------|
| 1. Planned meals. | _____ | _____ | _____ | _____ |
| 2. Prepared meals using your own plans and menus. | _____ | _____ | _____ | _____ |
| 3. Prepared meals from someone else's plans. | _____ | _____ | _____ | _____ |
| 4. Have you gone to the market to select food? | _____ | _____ | _____ | _____ |
| 5. Did you charge or pay for food? | _____ | _____ | _____ | _____ |
| 6. Did you use a work schedule? | _____ | _____ | _____ | _____ |
| 7. Did you take care of children? | _____ | _____ | _____ | _____ |
| 8. Did you do clothing for family? | _____ | _____ | _____ | _____ |
| 9. Did you do washing? | _____ | _____ | _____ | _____ |
| 10. Have you used an electric washer? | _____ | _____ | _____ | _____ |
| 11. Did you do ironing? | _____ | _____ | _____ | _____ |
| 12. Did you do any food preservation? | _____ | _____ | _____ | _____ |

GIRLS

Since leaving school how many of the following activities have you done?

Activity		Extent				
		None	Lit- tle	Ave- rage	Better than Average	Practi- cally Full-Time
1. Bought your own paint.	For Pay: For Self:					
2. Painted pictures.	For Pay: For Self:					
3. Painted murals.	For Pay: For Self:					
4. Taught painting in an Indian School.	For Pay: For Self:					
5. Exhibited your own paintings.	For Pay: For Self:					
6. Hammered out silver slugs by hand.	For Pay: For Self:					
7. Made silver articles, such as concho belts, bracelets, rings, etc.	For Pay: For Self:					
8. Ground and set turquoise.	For Pay: For Self:					
9. Made silver beads, necklaces, pendants, cast work.	For Pay: For Self:					
10. Made your own stamps and dies.	For Pay: For Self:					
11. Salted green hides.	For Pay: For Self:					
12. Dehaired any kind of skin.	For Pay: For Self:					
13. Dyed and stamped or tooled leather.	For Pay: For Self:					
14. Tanned doorhides.	For Pay: For Self:					
15. Tanned a skin with the hair on it.	For Pay: For Self:					

Since leaving school how many of the following activities have you done?

Activity		Extent				
		None	Little	Average	Better than Average	Practically Full-Time
16. Made moccasins.	For Pay:					
	For Self:					
17. Chosen an embroidery design for an appropriate article.	For Pay:					
	For Self:					
18. Embroidered a table runner, luncheon set or guest towel for modern use.	For Pay:					
	For Self:					
19. Finger woven belts or edges of dance kilts.	For Pay:					
	For Self:					
20. Woven a non-ceremonial belt.	For Pay:					
	For Self:					
21. Woven a ceremonial belt.	For Pay:					
	For Self:					
22. Woven a Hopi wedding belt.	For Pay:					
	For Self:					
23. Woven a white sash with design woven on the end.	For Pay:					
	For Self:					
24. Set up a Navajo loom.	For Pay:					
	For Self:					
25. Sheared sheep.	For Pay:					
	For Self:					
26. Cleaned raw wool.	For Pay:					
	For Self:					
27. Carded and spun washed wool.	For Pay:					
	For Self:					
28. Prepared native dye solution and dyed wool.	For Pay:					
	For Self:					
29. Made a saddle blanket.	For Pay:					
	For Self:					
30. Made a Navajo rug.	For Pay:					
	For Self:					

Since leaving school how many of the following activities have you done?

Activity		Extent				
		None	Little	Average	Better than Average	Practically Full-Time
31. Made a man or lady doll of your own tribe.	For Pay:					
	For Self:					
32. Embroidered a dance kilt.	For Pay:					
	For Self:					
33. Embroidered a manta.	For Pay:					
	For Self:					
34. Figured the number of warp thread per inch for a given width of material.	For Pay:					
	For Self:					
35. Measured off warp.	For Pay:					
	For Self:					
36. Set up a loom ready for weaving.	For Pay:					
	For Self:					
37. Woven material for a manta on a two-treadle foot power loom.	For Pay:					
	For Self:					
38. Woven material on a four-treadle loom, goose eye weave or material for curtains.	For Pay:					
	For Self:					
39. Strung up a loom for beadwork.	For Pay:					
	For Self:					
40. Adapted your own designs to your own beaded articles.	For Pay:					
	For Self:					
41. Beaded a belt.	For Pay:					
	For Self:					
42. Made a purse and then finished it with beadwork.	For Pay:					
	For Self:					
43. Beaded on buckskin, such as moccasins, dresses, pouches, etc.	For Pay:					
	For Self:					
44. Made and fired pottery.	For Pay:					
	For Self:					

Since leaving school how many of the following activities have you done?

Activity		Extent				
		None	Little	Average	Better than Average	Practically Full-Time
45. Moulded pottery.	For Pay:					
	For Self:					
46. Designed pottery.	For Pay:					
	For Self:					
47. Painted pottery.	For Pay:					
	For Self:					
48. Made baskets.	For Pay:					
	For Self:					
49. Read papers regularly.	For Pay:					
	For Self:					
50. Read magazines regularly.	For Pay:					
	For Self:					
51. Play a musical instrument.	For Pay:					
	For Self:					

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